

Port Royal Elementary

1214 Paris Avenue
Port Royal, SC 29935

Grades	PK-5 Elementary School	
Enrollment	303 Students	
Principal	Kay Keeler	843-322-0820
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	52	23	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

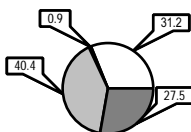
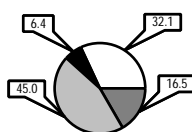
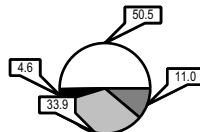
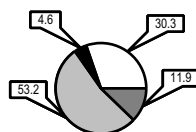
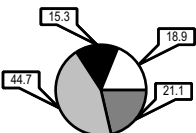
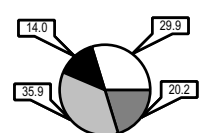
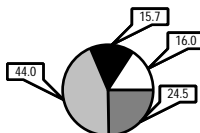
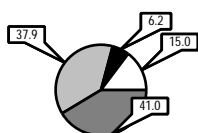
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	124	99.2	30.9	40.9	27.3	0.9	36.4	Yes	Yes
Gender									
Male	72	98.6	39.1	42.2	18.8	0.0	28.1		
Female	52	100.0	19.6	39.1	39.1	2.2	47.8		
Racial/Ethnic Group									
White	80	98.8	22.7	41.3	34.7	1.3	46.7	Yes	Yes
African American	34	100.0	51.7	34.5	13.8	0.0	17.2	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	95	99.0	26.8	42.7	29.3	1.2	39.0		
Disabled	29	100.0	42.9	35.7	21.4	0.0	28.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	99.2	30.9	40.9	27.3	0.9	36.4		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	119	99.2	31.1	39.6	28.3	0.9	37.7		
Socio-Economic Status									
Subsidized meals	65	98.5	30.5	47.5	22.0	0.0	33.9	Yes	Yes
Full-pay meals	59	100.0	31.4	33.3	33.3	2.0	39.2		

Mathematics – State Performance Objective = 36.7%									
All Students	124	98.4	30.3	46.8	16.5	6.4	39.4	Yes	Yes
Gender									
Male	72	97.2	25.4	52.4	15.9	6.3	41.3		
Female	52	100.0	37.0	39.1	17.4	6.5	37.0		
Racial/Ethnic Group									
White	80	97.5	20.3	52.7	17.6	9.5	44.6	Yes	Yes
African American	34	100.0	51.7	37.9	10.3	0.0	24.1	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	95	99.0	28.0	47.6	18.3	6.1	42.7		
Disabled	29	96.6	37.0	44.4	11.1	7.4	29.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	98.4	30.3	46.8	16.5	6.4	39.4		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	119	98.3	30.5	47.6	15.2	6.7	38.1		
Socio-Economic Status									
Subsidized meals	65	98.5	30.5	49.2	13.6	6.8	37.3	Yes	Yes
Full-pay meals	59	98.3	30.0	44.0	20.0	6.0	42.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	124	99.2	49.1	35.5	10.9	4.5	15.5
Gender							
Male	72	98.6	46.9	40.6	10.9	1.6	12.5
Female	52	100.0	52.2	28.3	10.9	8.7	19.6
Racial/Ethnic Group							
White	80	98.8	41.3	40.0	12.0	6.7	18.7
African American	34	100.0	69.0	20.7	10.3	0.0	10.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	95	99.0	46.3	36.6	11.0	6.1	17.1
Disabled	29	100.0	57.1	32.1	10.7	0.0	10.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	99.2	49.1	35.5	10.9	4.5	15.5
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	119	99.2	50.0	34.0	11.3	4.7	16.0
Socio-Economic Status							
Subsidized meals	65	98.5	47.5	37.3	11.9	3.4	15.3
Full-pay meals	59	100.0	51.0	33.3	9.8	5.9	15.7

Social Studies							
All Students	124	98.4	29.1	52.7	13.6	4.5	18.2
Gender							
Male	72	98.6	28.1	56.3	12.5	3.1	15.6
Female	52	98.1	30.4	47.8	15.2	6.5	21.7
Racial/Ethnic Group							
White	80	97.5	26.7	54.7	12.0	6.7	18.7
African American	34	100.0	37.9	44.8	17.2	0.0	17.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	95	99.0	29.3	54.9	9.8	6.1	15.9
Disabled	29	96.6	28.6	46.4	25.0	0.0	25.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	98.4	29.1	52.7	13.6	4.5	18.2
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	119	98.3	29.2	52.8	13.2	4.7	17.9
Socio-Economic Status							
Subsidized meals	65	98.5	27.1	55.9	13.6	3.4	16.9
Full-pay meals	59	98.3	31.4	49.0	13.7	5.9	19.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	40	100.0	13.2	52.6	34.2	N/A	34.2
	4	30	100.0	26.7	40.0	30.0	3.3	33.3
	5	48	100.0	14.6	64.6	20.8	N/A	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	36	100.0	30.3	27.3	42.4	0.0	42.4
	4	49	100.0	30.0	45.0	22.5	2.5	25.0
	5	39	97.4	31.4	48.6	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	40	100.0	26.3	65.8	7.9	N/A	7.9
	4	30	100.0	26.7	50.0	13.3	10.0	23.3
	5	48	100.0	20.8	41.7	22.9	14.6	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	36	100.0	15.2	60.6	18.2	6.1	24.2
	4	49	100.0	37.5	40.0	17.5	5.0	22.5
	5	39	94.9	38.2	38.2	14.7	8.8	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	36	100.0	42.4	39.4	15.2	3.0	18.2
	4	49	100.0	50.0	35.0	10.0	5.0	15.0
	5	39	97.4	57.1	28.6	8.6	5.7	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	36	100.0	12.1	60.6	21.2	6.1	27.3
	4	49	98.0	35.0	55.0	7.5	2.5	10.0
	5	39	97.4	40.0	45.7	8.6	5.7	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 303)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.3%	Down from 1.8%	2.5%	3.0%
Attendance rate	96.7%	Down from 96.8%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.4%	Up from 11.0%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%	Down from 9.3%	2.7%	3.2%
Eligible for gifted and talented	0.0%	Down from 18.6%	18.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Down from 11.1%	7.8%	8.2%
Older than usual for grade	1.3%	Up from 0.4%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	28.6%	Down from 37.5%	53.8%	52.6%
Continuing contract teachers	61.9%	Down from 81.3%	84.6%	83.3%
Highly qualified teachers	90.5%	Down from 93.3%	93.6%	93.5%
Teachers with emergency or provisional certificates	7.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	89.3%	Down from 91.4%	88.7%	87.0%
Teacher attendance rate	96.0%	Up from 94.3%	94.9%	95.0%
Average teacher salary	\$39,287	Up 1.8%	\$42,700	\$41,703
Prof. development days/teacher	13.8 days	Down from 20.2 days	12.2 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.2 to 1	19.7 to 1	18.8 to 1
Prime instructional time	89.4%	Up from 86.3%	90.1%	89.8%
Dollars spent per pupil*	\$6,236	Up 10.8%	\$5,947	\$6,242
Percent of expenditures for teacher salaries*	64.5%	Up from 58.6%	66.8%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Port Royal Elementary School is proud to be authorized as an International Baccalaureate Primary Years Program. Having been authorized four years ago, we were successful in our evaluation last year which led us to work on specific areas this year. The staff rewrote curriculum to encompass the South Carolina Standards in all disciplines, aligned assessments to activities and central ideas, and worked on the action component which leads our children to being productive citizens at school and in the community.

Being action-oriented is a reflection of the character education that is exemplified through the student profile. This year our students and teachers raised over \$6,000 for charities within the community and state. The children shared work, cards, and art with business partners as well as celebrating learning at the end of each nine week session. This combination of action and academic learning proved to serve as a guide to the way the children interact with others.

Themes this year addressed the standards. Teachers also taught stand-alone subjects. Tutoring after school and during school hours kept children on task and helped to strengthen areas of need. Teachers were on data teams to help move the children along their learning continuum, meeting weekly to discuss strategies that could be used in the classroom. Training in Collins' Writing brought new techniques to our children.

Destination Imagination teams, Exhibition projects by fifth graders, and unit inquiry projects brought a lot of cooperative learning and problem solving. This year, two obstacles stand out that had affect on our school. One was the hiring of four new staff members, of which two had to move, so replacements were hired. The other was the flu epidemic which affected over half of our students and teachers. The formation of a PTO brought many new faces to the school and volunteerism increased. Fall and spring festivals served as fund raisers and also relaxed times for parents, children, staff, and the community to gather together.

This was a year where we turned our attention to the curriculum, flexible grouping, and additional students in the early childhood classes. Next year we plan to continue the data teams, to have parents become more involved in committees and action projects with our children, and to utilize the after-school program as an extended day of learning. The numbers in our population will be more stable since we have met our school capacity, and we will not experience the growth change, although we still remain a transient area with students coming and going frequently. The CMC has been active with budget, procedures of the school, and promoting the PTO. Next year their emphasis will be on absenteeism and tardiness to encourage as many minutes as possible with on-task learning.

It was a good year, children assessed themselves in character and with academics. Teachers data showed great gains in the classroom and special emphasis was given to science across the curriculum. We are proud to continue to be a School of Promise and a Red Carpet School, applying next year for the Exemplary Writing Award for the entire school and NAEYC for our early childhood program. Working together, using our strategic plan as a guide, and continuing to promote the connection between home and school will make all of us better in what we do each and every day, creating an environment where our children can meet success daily.

Kay Keeler, Principal
Nancy Promislow, CMC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	33	23
Percent satisfied with learning environment	100.0%	90.9%	95.7%
Percent satisfied with social and physical environment	100.0%	78.8%	95.7%
Percent satisfied with school-home relations	100.0%	78.8%	95.7%

*Only students at the highest elementary school grade level at this school and their parents were included.